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AUTHOR Schmitigal, Linda
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ABSTRACT

Twenty-two students in a business communications course engaged in a collaborative project with several Sault Ste. Marie, Michigan, business enterprises. After the students had acquired introductory skills that would enable them to perform effectively, they were divided into six groups and began working with representatives from local businesses to provide a service to the company by writing a letter/message to solve a real-life situation. (Prior to writing they spent time observing the organizational cycle of the company.) A pre-and post-project questionnaire was completed by students to measure any change of opinion about the importance of writing and communication skills in all aspects of business. Most students indicated that writing is important and will influence most aspects of their professional degree. A follow-up survey was given to the six participating businesses. The four that responded indicated the experience was worth while, they enjoyed working with the students, and they would welcome this kind of participation in the future. (Attachment A provides the company visit assignment; Attachment B provides a copy of Sault Ste. Marie tribe of Chippewa Indians' newsletter "Bidajimo," five business letters, and an interoffice memo; Attachment C provides the research project questionnaire; and Attachment D provides a "thank you" letter and a student follow-up survey.) (NH)

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ED 361 693

THE BUSINESS WRITING AGENDA, PART I: COLLABORATION BETWEEN BUSINESS AND THE UNDERGRADUATE STUDENT

Presented at the 1993 CCCC Writing Convention

San Diego, California

April 2, 1993

Presented by Linda Schmitigal, Instructor

Business and Economics Department

Lake Superior State University

CS 213 985

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THE BUSINESS WRITING AGENDA, PART I: COLLABORATION BETWEEN BUSINESS AND THE UNDERGRADUATE STUDENT

Introduction

Kitty Locker states in Business and Administrative Communication that 41% of new jobs will require high-level skills in reasoning, mathematics, and communicating and that the ability to speak and write well will determine how fast and how far one will go.[1] Therefore, the purpose of a Business Communication course is to provide business students and other majors an avenue to practice the writing skills learned in previous writing courses on situations found in the business world. Since many students from all majors find themselves dealing with the business end of any chosen vocation, strategies and techniques used in business communication provide the skills needed to communicate effectively.

To emphasize the importance of writing in business, Business Communications is centered around practical cases and examples from business. As stated by Bruce W. Speck in his article "The Manager as Writing Mentor", "organization managers should not expect students to know without being told that good writing skills are necessary for advancement in their careers. Most business schools tend to emphasize quantitative skills and relegate writing to composition courses that do not give the student adequate instruction. Also most undergraduate students have preconceived ideas about how business operates and these preconceptions often do not allow them to believe that writing is important to their chosen profession. To remedy this situation, a

collaborative effort with several local business enterprises in Sault Ste. Marie, Michigan was undertaken. In this assignment, discussion and practice in writing collaborative documents helped prepare the student to enter a place of business ready to work with a company representative to accomplish an assigned task.

Goals and Objectives of Business Communications

The goal of a business communication course is to help the student prepare a final, polished document similar to those used in business. To accomplish this goal several objectives are covered. Grammar, spelling, and punctuation are of utmost importance and are reviewed. Letters, memorandums, and reports are the basic business documents that are discussed intensively and practiced extensively. Oral communications and presentation skills are also covered.

Developmental Skills

The collaboration with business took place only after the students had acquired introductory skills that would enable them to perform effectively. As a review of previous required English courses (two semesters of English is a prerequisite for Business Communications) a unit on grammar, punctuation, and word usage was studied. The students were broken into groups--groups they would stay in throughout the entire semester--and grammar, etc. practices were completed and then presented to the class. After successful completion of the grammar unit, students began studying different kinds of business communication documents. They wrote abstracts, good new letters, negative messages, and persuasive messages.

Collaborative Writing. As important as writing skills in this assignment was learning to work in a group setting and accomplish group goals. According to a survey of 700 professionals in seven fields conducted by Lisa Ede and Andrea Lunsford, 87% of the respondents indicated they sometimes wrote as members of a team or a group.[3] In order to present a cohesive team to the participating business representative, groups were assigned early in the semester and were given several tasks to complete. These tasks included in-class assignments and projects to be completed outside of class. This enabled the students to learn how to function as a group and to learn to resolve any conflicts.

The Assignment

The assignment given to the Business Communication students was two-fold. (See Attachment A). First the students were to observe the communication cycle of the office, i.e., who originates the correspondence, the kinds of forms/letters used to communicate with customers/clients, and policies or procedures a business follows when creating correspondence. This part of the assignment would inform students of how their particular business handled communication and also indicate the importance of written or verbal communication within the company. After reviewing the communication cycle with the business contact, the students then were to provide a service to the company by writing a letter/ message to solve a real-life situation.

The Companies Involved. The group of 22 students were divided into six groups of three or four students. Each group was given the

option of contacting a company themselves or having the instructor set up an appointment with a company. Each group contacted a company and set up the appointment themselves and arranged for a group meeting. The companies contacted included Central Savings Bank of Sault Ste. Marie, The Sault Tribe of Chippewa Indians Communications Department, Weir's Furniture Store, Soo Co-op Credit Union Bookkeeping Department, The Sault Tribe of Chippewa Indians Intertribal Fisheries and Assessment Program, and Central Savings Bank--Newberry Branch. After meeting with a representative of each place of business, the student groups submitted a written report of the information they obtained from the appointment and began working on the real-life situation assigned by the business representative.

Place of Business and Assignment	
Weir's Furniture Store	The students wrote a letter to a delivery company requesting payment of lamps that were broken in transit.
Central Savings Main, Main Branch,	The students wrote a memo to all company employees explaining new procedures for interoffice communications (E-Mail and Voice Mail).
Central Savings Bank, Newberry Branch	These students wrote a form letter explaining cancellation of a checking account because of too many non-sufficient fund checks.
The Sault Tribe of Chippewa Indians Communication Department	This group interviewed tribal members and wrote articles that were included in a newsletter that is sent with all employee paychecks.

Soo Co-Op Credit Union	These students wrote a form letter that will be sent to customers who overdraw their checking accounts.
The Sault Tribe of Chippewa Indians Intertribal Fisheries and Assessment program	The final groups wrote a thank you/goodwill letter to a client.

Examples of the student writing are included in Attachment B.

Student Opinion Evaluation. As a part of this project, a measurement of change of student opinion about writing in business situations was undertaken. Before the assignment was given, students were given a questionnaire (See Attachment C) about writing in the workplace to determine their preconceived notions about business writing. After the assignment was completed and turned in, the same questionnaire was administered to measure any change in student attitudes toward business writing.

The survey consisted of 22 questions; five questions are demographic question, the remaining 17 questions dealt with writing in business/industry. The students were instructed to answer each question based on a 5-point Likert scale with SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, and SD = Strongly Disagree. Nineteen students were able to answer each question in questionnaire one.

TABLE 1. RESULTS OF FIRST STUDENT OPINION QUESTIONNAIRE

Questions	SA	A	N	D	SD
Assignments in my course seem relevant	33	61	6		

Questions (Continued)	SA	A	N	D	SD
The assignments of the business writing course seem relevant	32	68			
Existing business practice has little to offer the recent college graduate.		20	35	35	10
When I begin my career, I will be able to change the policies/procedures of the company I work for fairly easily.		11	5	73	11
I can accomplish more working alone than with other persons.		16	31	37	16
In business, most work is accomplished by individuals working alone.			21	53	26
My career will involve little writing		11	17	55	17
My career will involve little need for library/data base research skills		11	17	55	17
Secretaries handle most written communication in business			17	61	22
I will not be involved in the communication process				37	63
Communication in business and industry consists primarily of verbal messages.		11	16	57	16
Writing and speaking skills are not as vital as other business disciplines, i.e., Accounting, Finance, etc.			5	65	30
As long as the message gets across to the intended receiver, then the format, the style, and the grammar are not important.				68	32
Most communications with outside customers/clients are done only by communication experts.				79	21
Promotion, job retention, or raises are not tied to communication skills.				63	37
Writing skills are becoming obsolete because of advances in communication technology			5	79	16
This course should be replaced with a class in my major.			21	58	21

These numbers represent percentage of students answering each question.

Table 1 shows that most Business Communication students believe that writing and communication skills are important in all aspects of business. The final question is of particular importance as most students (79% of respondents) believe that a business writing course should be required as a part of their degree requirement. The overall impression of business writing as shown in the first questionnaire indicates that students believe that writing and communicating is an important part of job promotion and retention.

After the Company Visit Assignment, the same survey was given to the students to complete. The following table shows the opinions of the Business Communication students after the Company visit Assignment. Twenty-one students correctly answered the second questionnaire.

TABLE 2. THE RESULTS OF SECOND STUDENT OPINION QUESTIONNAIRE

Questions	SA	A	N	D	SD
The assignments for my courses seem relevant.	24	71	5		
The assignments for this business writing course seem relevant.	38	57	5		
Existing business practice has little to offer the recent college graduate.	5	5	28	43	19
When I begin my career, I will be able to change the polices/procedures of the company I work for fairly easily		10	33	43	14
I can accomplish more working alone than with other persons.		5	48	33	14
In business, most work is accomplished by individuals working alone.		5	5	71	19
My career will involve little writing				52	48

Questions (Continued)	SA	A	N	D	SD
My career will involve little need for library/data base research skills		14	14	53	19
Secretaries handle most written communication in business and industry			14	72	14
I will not be involved in the communication process		5		52	14
Communication in business consists primarily of verbal messages		10	10	61	19
Writing and speaking skills are not as vital as other business disciplines, i.e., Accounting, Finance, etc.				65	35
As long as the message gets across to the intended receiver, then the format, the style, and the grammar are not important				60	40
Most communication with outside customers/ clients are done only by communication experts			5	70	25
Promotion, job retention, or raises are not tied to communication skills		6		53	41
Writing skills are becoming obsolete because of advances in communication technology				85	15
The course should be replaced with a class in my major	5		25	45	25

These numbers represent percentage of students answering each question.

The survey reinforces the results of the first survey with most students indicating that writing is an important part of communicating and will influence most aspects of their professional degree. One question showed significant change. Students indicated after visiting local businesses that existing business practice does have much to offer the recent college graduates and that writing in groups is a method used in business. Interestingly, some students changed their opinion about being able

to accomplish more working in groups than working alone. Group projects often provide students with a real-life conflict situation that they must solve.

A final essay question asked the students to write what they believe their jobs will be like and the role of writing, research, and personal interaction. Most students stated that writing and personal interaction will be a very important part of their job. Few mentioned research as being important and some did not even mention it as a part of their job. Most students felt that good writing skills and effective communication techniques are necessary to get a job and to advance in that job.

Business Survey

A survey was given to each business who participated in the exercise to be mailed to the instructor. Of the six surveys mailed, four were returned (See Attachment D).

TABLE 3. STUDENT FOLLOW-UP SURVEY

Question	Yes	No
Was the student group willing to cooperate to meet your needs?	100	0
Did the members of the group exhibit mutual consideration to the staff of your company?	100	0
Were your instructions followed correctly?	100	0
Were the students able to work on their own without constant instruction or prompting from you?	100	0
Did the letter/report meet with your needs?	100	0
Did the letter/report follow stylistic guides required by your company?	100	0

Questions (Continued)	Yes	No
Did you find the letter/report well-organized and coherent?	100	0
Do you plan to use this letter/report?	75	25
Is there any difference between the letter/report prepared by the students and the correspondence generally created in your company?	50	50
Is the difference (in above question) something your company can benefit from?	25	75
Would you be interested in participating in a learning activity such as this in the future?	100	0

Numbers represent percentage of respondents answering each question.

The comments from the participating businesses were especially encouraging. One hundred percent of all businesses responding to this survey found this experience very worthwhile and enjoyed working with the students and would welcome this kind of participation in the future. One business indicated that the format of the students' written communication was different than what was currently being used and that it was well-received and the company would be changing to the new format. Another business representative indicated that the students were well-prepared for the written assignment and that their writing needed very little editing. These comments were certainly beneficial to the students as well as the instructor and to show our appreciation, a thank you note was sent to each company expressing the class' appreciation for being able to participate in this assignment.

The overall impression from this writing activity has been very favorable both from the point of view of the students and from

the participating businesses. As stated by Jorie Philippi in the article "Investing in People: A Strategy to Address America's Workforce Crisis", "business and educators must increase their communication in order to achieve their interrelated goals.[4] This exercise is definitely a step toward achieving our goal: Students who have the written communication skills to write effective business messages.

Notes

1. Kitty O. Locker, Business and Administrative Communication, Second Edition, 1992: 6.

2. Bruce W. Speck, "The Manager as Writing Mentor", Training & Development Journal, April 1990: 79.

3. Lisa Ede and Andrea Lunsford, Singular Texts/Plural Authors: Perspectives on Collaborative Writing, 1990: 60.

4. Jorie Philippi, Investing in People: A Strategy to Address America's Workforce Crisis, ERIC, 1989.

Company Visit Assignment

Training is valuable only if it relates directly to a person's job. The goal of this assignment is to give you direct exposure to different types of communication in the business arena. By contacting, visiting, and speaking with leaders in business we can gain and better appreciate the knowledge needed to be better communicators.

Therefore, each group will visit a local company/office and view/discuss the communication cycle of the company/office. Some questions you may ask include:

How does communication originate?
What kinds of forms/letters are used to facilitate communication?
How does information come into the company and how does information leave the company (Style, Type, Etc.)?
Who generates the communication?
Are there any policies or procedures to follow when creating correspondence?

Once the flow of communication through the business is determined, each group will write a 1-2 page report outlining the flow of communication.

(NOTE: Because of the confidentiality of correspondence, do not ask to view actual documents unless the company contact person volunteers to show you a document.)

A second component of this project is to provide a service for the company by writing a letter/memo to solve a real situation this company faces. For example, a group may visit a furniture store and then create a sales letter to send to the store's customers. Ask the company contact person for a situation and any specifics to write this letter. After the letter is written, the group would take the letter back to the contact person for feedback. A copy of the letter will be turned in with the report along with a feedback form (supplied by me) indicating how the contact person felt about the writing the group did.

If your group can not find a company to visit, let me know ASAP and I will help.

The due date is Tuesday, November 24, 1992.

Sault Ste. Marie Tribe of Chippewa Indians

BIDAJIMO

Attachment B

Editorial Note: Last issue, reference was made to the upcoming Tribal Assembly in which we are about to partake. In a section titled "FYI" some past accomplishments were listed. The process has been beneficial. We have, however, looked at the process, gained insight from Program Directors and are formulating a new and improved process which will not only include participation by our Tribal employee family, but also valuable contributions by those who we exist to serve - Tribal members. This comprehensive task will involve taking some "risks". It is often a difficult personal challenge to admit that maybe we're not doing our jobs in the most effective and useful manner. During the Assembly, you will be asked to let down your guard. Open and safe participation will be assured. The facilitation process for gauging your input will be done in an anonymous manner by writing your suggestions on paper while facilitators read them and present them to small groups. No suggestion will be weeded out. Instead, clusters of concern will incorporate your suggestions and will very much effect the final outcome -measurable action plans. We have high hopes for the outcome. The result, however, will only be as valuable as your contribution. Please use this opportunity to be part of the overall process which will ultimately make us ***A Tribe with a Vision for the Future!.***

*** * * LSSU STUDENTS ASSIST IN NEWSLETTER PRODUCTION * * ***

Three LSSU students enrolled in BA 265 "Business Communications" assisted in the production of this issue of BIDAJIMO. **Derek Mento, Patrick Kleppert, and Brenda Combs** researched and wrote articles on various topics. I would like to express a special thank you to these students for their quick turn around in article production. If their work on the newsletter is any indication of their work in class, they'll do just fine!

* * * COMMUNITY INVOLVEMENT * * *

in the

HOLIDAY FESTIVITIES

During the Holiday season, the Tribe will organize or help organize several Holiday activities. We are looking for interested Tribal members or other interested people who would like to help and participate in making these activities enjoyable for all. Some of the upcoming events include: **An Elders' Thanksgiving luncheon at noon - November 24 in the Bingo building; A Children's X-Mas party in Manistique, December 16 from 3:00 to 5:00pm and an Elders X-Mas luncheon - December 11 both at the Manistique Tribal Center; the St Ignace Children's X-Mas party, December 5.** For more information on the St. Ignace party, please contact Sharon St. Louis at 643-8500. A community based meeting to plan the Sault Children's X-Mas party was held November 24 at 7:00 p.m. All members are invited to the **Sault Children's X-Mas party tentatively scheduled December 12, from 11:00 - 2:00 p.m.** at the Bingo building. For more information or to volunteer, please call Sally Cryderman at 635-6050. - Written by Derek Mento.

NEW HIRES

New Hires: **Anna Hubbard**, Substance Abuse Counselor; **Marie Sauro**, Bus Driver P.C.C.; **Brenda Watson**, Accounting Clerk. Welcome Aboard! (also see "Student Workers" article)

* * * *BUCKO IS BACK!* * * *

Dwight (**Bucko**) Teeple has returned from his six month visit to Germany. Bucko, Michelle and their children, Robin, Sarah, Ted, and Vicki visited Germany to enhance the German people's knowledge of the Upper Great Lakes Indians. Bucko and family were able to generate a better understanding of Indian culture by performing Anishnawbe dance demonstrations twice a day for six straight months! Bucko estimates that during their visit, they performed for over half a million people! Bucko, Michelle, their children and even **Allard** starred in a music video for the Austrian rock band - Ziller Tuler Schurtzenagur. This group, a multi-platinum record holder, wrote a song for Bucko titled, ***The Great Manitou***. Bucko is back, but don't be too surprised if he starts planning another trip. - Written by Patrick Kleppert.

TRIBAL CHAIRMAN OFFICE HOURS

1:30 p.m. - 4:30 p.m.
Thursday Dec. 3
St. Ignace Center

1:00 p.m. - 4:30 p.m.
Tuesday Dec. 8
2218 Shunk Rd. (Sault)

1:00 p.m. - 4:00 p.m.
Thursday Dec. 17
Nokomis-Mishomis Place (Sault)

MEETINGS SCHEDULE

Tribal Board of Directors
7:30 p.m. Tuesday Dec. 1
186 E. 3 Mile Rd. in Sault

Tribal Board of Directors
7:30 p.m. Tuesday Dec. 15
186 E. 3 Mile Rd. in Sault

Economic Development Commission
7:30 p.m. Tuesday Dec. 22
Kewadin Clarion Board Room

Executive Council Meeting
8:00 a.m. Thursday Dec. 10
Location: TBA

Treaty Fishery Meeting
6:00 p.m. Wednesday Dec. 9
186 E. 3 Mile Rd. in Sault

Nokomis - Mishomis Place News

CHI MEGWITCH TO INTERNS

As the fall semester ends, we would like to thank the LSSU students interns at Nokomis/Mishomis Place. They have had many adventures, and shared much information with residents and other Tribal elders. They serve 10 hours per week and will receive a stipend at the end of the semester. Their accomplishments have been amazing.

Nokomis-Mishomis Interns are: **Cathy Abramson**, who worked on the Newsletter & Brochure; **Holly Kibble**, activities and special events coordination; **Christy McKillip**, inter-generational activities; **Misty Cruickshank** and **Angie Woodin**, Kincheloe Quality Care survey; and **Gerald Cadreu**, Tribal enrollment computer programming. We thank them for their service, and hope that they will be able to return for another semester.

Introducing new staff member - **Rob Torp**. Rob has been hired by the Tribe as an Adult Education Teacher. He has a B.A. from LSSU, and teacher's certification from CMU. Rob will be planning a series of classes for all of our community Elders. Everyone is invited to attend these classes, as they promise to be interesting and informative. Stay tuned.

OPEN HOUSE POSTPONED

The open house that had been scheduled for Friday - November 13, at the Escanaba Housing Site, had to be postponed because of some very nasty weather. A date for the next open house has not been set as of yet, so watch for announcements concerning this event in future newsletters.

NATIVE AMERICAN LEGISLATIVE FORUM DECEMBER 2, 1992

One of the identifiable benefits of past Assembly efforts include the inroads being made on the State legislative front. The need to effect State policy and ultimately legislation was identified at the Grand Assembly. The result is a bi-annual Legislative Forum which includes tribal chairs of the 7 Federally recognized Indian tribes in Michigan (Sault Tribe, Bay Mills, Hannahville, Keweenaw Bay, Lac Vieux Dessert, Saginaw Chippewa, and Grand Traverse) and Michigan legislators including State Senators and Representatives with Indians in their districts. The purpose of the forum is to dialogue on the issues effecting Indians in Michigan, strategize mutually beneficial solutions, and propose action which may include administrative or court rule or ideally changes in state law. Issues nearly ready for legislation deal with Indian Family Preservation, and State Certification of Tribal Law Enforcement Officers. Other issues include services to the elderly, and a pilot project which brought together State and Tribal judges for the first time to discuss the relationship between these Judicial systems.

The results of the Court Forum along with status reports on the other issues will be presented at the next Native American Legislative Forum which will be held on December 2, 1992 in Representative Pat Gagliardi's conference room. The agenda will include presentations by Senator Don Koivisto (D-Ironwood), Representative David Anthony (D-Escanaba), Michigan Supreme Court Justice Michael Cavanagh, and widely regarded Anishnawbe Spiritual Leader - Allard Teeple.

STUDENT WORKERS

JTPA is a federally funded job training program that offers young adults work experience while still attending school. The main purpose of the in-school program is to keep the workers in school. If they do not attend school on a day that they are scheduled to work, they cannot work. These rules seem stringent at first, but they do facilitate responsible school and work ethics. The 1992 - 93 student workers include: *Joan Aikens, Leann Baier, Bradely Belleau, Darcy Chase, Patricia Croad, Sandy Corbiere, Adam Davis, Ross Franklin, Katrina Gaus, Jennifer Hill, Kristi Krajewski, Carol McCoy, Tiffany Menard, Shannon Mendoskin, John W. Mock, William Neadow, Ryan Nolan, Terri Nolan, Tammy Perry, Jamie Peters, Michele Price, April Rolstone, Michael Shampine, Lona Stewart, Sonja Stozicki, and Billi Jo Sylvester. Welcome Aboard!.*

HEALTH AND HUMAN SERVICES BUILDING

In the last edition of Bidajimo, the "go ahead" to build the Sault Tribe Health and Human Services Building was announced. It was reported that the move would involve a move of 45 personnel. Actually, the total number of staff who will occupy the facility will be 125 with an annual budget of $7 million rather than the previously reported 100 at a budget of $5.5 million. We apologize for this oversight. But hey, its even greater news right? Once again, anyone with questions regarding the new center are encouraged to call, **Mr. Russell Vizina, Director of Health and Social Services at (906) 495-5615.**

Michigan Council for the Arts

DANCE & CRAFTWORK DEMONSTRATION SCHEDULE

November 29: Hairties/ Belts/ Breastplates/ Chokers

December 5: PowWow Social/Potluck

All craft/workshop sessions are held 1:00 p.m. - 4:00 p.m. at 1301 Marquette Avenue. All PowWow socials are set for 4:00 p.m. to 8:00 p.m. and are potluck, so bring a dish to pass.

With the efforts of Cathy Nertoli, Peggy Neal, Karen Lee, and Stephanie Sabatini, the Tribe received a grant from the Michigan Council of Arts Miniprogram to help sponsor a Native Dance Program for Tribal members and others who are interested. The purpose of the program is to familiarize the native community with the spiritual aspect of native dancing and regalia design. Participants in the program learn traditional native dances, and learn to make traditional native dress. This program is a collaborative effort between community members and Tribal departments, and would not have been possible with this cooperation. In order to continue after the New Year, volunteer service from those who have completed the program, and additional volunteer and financial assistance from other culturally oriented groups within the community is necessary.

- Written by Brenda Combs

WHO OR WHAT IS THE SAULT TRIBE?

The Tribe has sustained rapid economic growth since our formal & organization in 1975, and now has one of the largest, if not the largest, payrolls in the eastern UP. This is due primarily to the Tribe's successful development and operation of a number of businesses. Continued tribal economic growth is beneficial to tribal members, creating jobs and revenues for more services. It also benefits the local economy, and in recent years the Tribe has sought ways to integrate with that economy.

In 1991 the Tribe took a major step, largely unprecedented for Indian Tribes, when it established its own Economic Development Commission (EDC) to oversee tribal businesses and economic growth. Established by Charter by the Tribal Board of Directors, the EDC operates independently of the tribal government for most purposes, much like a corporate board. The EDC has 11 members, 7 of whom come from outside the tribal structure. Local outside expertise from the business, financial, professional, and academic communities was recruited, thereby enhancing tribal economic development expertise and capability.

After a national search which elicited over 600 applicants, the EDC hired **Dr. Robert Hathaway, Business Development Director/CEO,** to oversee the operation of Tribal enterprises. These steps should help ensure sustained economic growth for the future.

The Tribe's economic base has traditionally clustered around the gaming and hospitality industries. Our casinos and convenience stores in the Sault and St. Ignace have generated considerable revenues, as have Kewadin Inn, Clarion Inn, bingo, and janitorial service and supply operations. The Tribe is pursuing diversification of our economic base with manufacturing and other ventures as well.[1]

NEXT TIME: Future Tribal Economic Development Ventures.

1. Jannetta, Jim and Aaron A. Payment (1992) Sault Ste. Marie Tribe of Chippewa Indians: A Tribe with A vision for the Future. Sault Ste. Marie: Sault Printing.

D:\NEWS\NL11-25.92

Attachment B

SOO CO-OP CREDIT UNION

536 BINGHAM AVE SAULT STE MARIE MICHIGAN 49783 PHONE 632-6819

Date

Member's Name
Member's Address
Anytown, MI 99999

Dear Member

The Soo Co-op Credit Union strives to provide the best service to its members.

Your credit rating is very important for your status as a Soo Co-op Credit Union member. Your sharedraft account has insufficient funds for check number , which was written on . Please bring in $ to keep an outstanding credit rating with our financial institution.

Your credit union offers a wide variety of services ranging from Automated Teller Machines to Loans. Your continued membership, here at Soo Co-op Credit Union, is very important to us.

Sincerely

Soo Co-op Credit Union
Bookkeeping Department

rlw/scu

BEST COPY AVAILABLE

Attachment B

Interoffice Memorandum

TO: All Employees

FROM: The President

DATE: November 24, 1992

SUBJECT: New Methods of Interoffice Communications

In the past all information within our organization has been communicated using the written memo. At times this method has been less than perfect, and not everyone has benefited form this method.

In an attempt to increase the efficiency of our communication methods, CSB is researching electronic methods of in-house communications. These methods involve three new types of technology: E-mail, voice mail, and on-line instruction.

E-Mail

E-mail (electronic mail) is an electronic system of sending messages to other employees in the CSB system. This is a secured system in which messages can be sent to individuals or lists of people through a computer terminal. All messages can be filed for future reference, answered, or forwarded to others. The e-mail system takes the place of the paper memos currently in use.

Voice Mail

Voice mail is an answering machine type of system which is activated when someone is on their telephone or doesn't answer after a specified number of rings. The system allows

the caller to leave a message thus eliminating the need to make many phone calls.

On-line Instruction

This is a system which would allow for the continuous updating of all instructional and product manuals. Employees would be able to utilize these manuals while dealing with individual customers accounts. This would eliminate the need for hard copy manuals.

Conclusion

Management would appreciate feedback concerning any perceived advantages or disadvantages of these systems. Contact your supervisor to find out where to direct feedback.

November 23, 1992

John Doe
123 Main Street
Sault Ste. Marie, MI 49783

Dear Mr. Doe:

Customer satisfaction is the number one goal at Central Savings Bank.

Checking accounts are an easy way to access your money. However, each time a non-sufficient fund check is written there is a fee of $10.00 charged to your account. Recently, your account was re-evaluated. Our records indicate that you have written 57 non-sufficient funds checks in the past year.

To avoid further costs to your account, we have closed your checking account.

Central Savings Bank offers a variety of savings accounts that will earn you interest. Come into our new accounts department during business hours to set up your savings account.

Sincerely,

XXX
President

Attachment B

November 24, 1992

Mr. Glen Hubbord
978 Lake Shore Drive
Sault Ste. Marie, MI 49783

Dear Mr. Hubbord:

The Chippewa/Ottawa Treaty Fishery Management Authority and the Inter-Tribal Fisheries and Assessment Program would like to thank you for allowing us to obtain samples for our various research projects. Our organization performs extensive research in order to manage the commercial fishery resources within the treaty-ceded waters. With your assistance, our research is always completed in a timely and cost effective manner.

Since our research activity is a continuous process, we will also appreciate any future assistance that you could provide. We sincerely hope that we did not inconvenience you in any way. Thank you.

Respectfully,

Tom Gorenflo
Director

Attachment B

Weir's Furniture
605 Ridge Street
Sault Ste. Marie, MI 49783

November 14, 1992

L. A. East Express
P.O. Box 5226
Compton, CA 90221-5226

Dear East Express:

Your company delivered lamps with invoice NO. 164577 dated 7/23/92 for $190.63 from Ultimate Manufacturing Lamp Company.

The lamps you delivered to us were damaged. Ultimate Manufacturing has requested payment for these broken lamps. In the past you have always taken care of these types of problems immediately. This matter can surely be taken care of without having to go to court.

This has been frustrating for both of us, but we hope to maintain the same working relationship in the future as we have had in the past. Please contact us by December 10, 1992.

Sincerely,

Attachment C

RESEARCH PROJECT QUESTIONNAIRE

Part I

For each of the following questions, please circle the appropriate response.

1.) What is your grade point average?

a.) 3.5-4.0 b.) 3.0-3.5 c.) 2.5-3.0 d.) 2.0-2.5
e.) below 2.0

2.) What is your age?

a.) 17-20 b. 21-25 c.) 26-30 d.) over 30

3.) What is your gender?

a.) Male b.) Female

4.) What is your citizenship?

a.) United States b.) Canadian c.) Other_____

5.) What is/will be your major?

Part II

For the statements below, please circle the most appropriate response from the following scale of choices:

SA = Strongly Agree A = Agree N = Neutral

D = Disagree SD = Strongly Disagree

6.) In general, the assignments for my courses seem relevant. SA A N D SD

7.) In general, the assignments for this business/ technical writing course seem relevant. SA A N D SD

8.) Existing business/industry practice has little to offer the recent college graduate. SA A N D SD

9.) When I begin my career, I will be able to change the policies/procedures of the company I work for fairly easily. SA A N D SD

10.) I can accomplish more working alone than with other persons. SA A N D SD

11.) In business/industry, most work is accomplished by individuals working alone. SA A N D SD

12.) My career will involve little writing. SA A N D SD

13.) My career will involve little need for library/data base research skills. SA A N D SD

14.) Secretaries handle most written communication in business and industry. SA A N D SD

15.) I will not be involved in the communication process. SA A N D SD

16.) Communication in business and industry consists primarily of verbal messages. SA A N D SD

17.) Writing and speaking skills are not as vital as other business and industry disciplines, i.e., Accounting, Finance, Management, technical expertise, etc. SA A N D SD

18.) As long as the message gets across to the intended receiver, then the format, the style, and the grammar are not important. SA A N D SD

19.) Most communication with outside customers/clients are done only by communication experts. SA A N D SD

20.) Promotion, job retention, or raises are not tied to communication skills. SA S N D SD

21.) Writing skills are becoming obsolete because of advances in communication technology. SA S N D SD

22.) This course should be replaced with a class in my major. SA A N D SD

RESEARCH QUESTIONNAIRE

PART III

Please write a one-page essay in which you discuss your expectations of what working in your chosen field will be like when you graduate. In particular, please discuss the roles, if any, that you think that writing, research, and personal interaction will play.

Thank You!

Thank you for giving us the opportunity to visit your company. The writing project you gave us was extremely beneficial. It allowed us to put the techniques we learned in class to practical use and make us better writers.

To finish our project, please fill out the attached survey and send it in the enclosed self-addressed, stamped envelope to Linda Schmitigal.

A follow-up call will be made in approximately one month to determine if the letter/report has been effective.

Business Communications Class
Lake Superior State University

Student Follow-up Survey

Please circle the most appropriate response next to each question.

Part I. Professional Demeanor

1. Was the student group willing to cooperate to satisfy your needs? Yes No

2. Did the members of the group exhibit mutual consideration to the staff of your company? Yes No

3. Were your instructions followed correctly? Yes No

4. Were the students able to work on their own without constant instruction or prompting from you? Yes No

Part II. The Product

5. Did the letter/report meet with your needs? Yes No

6. Did the letter/report follow stylistic guides required by your company? Yes No

7. Did you find the letter/report well-organized and coherent? Yes No

Part III. Product Effectiveness

8. Do you plan to use this letter/report? Yes No

   If no, please explain why.

9. Is there any difference between the letter/report prepared by the students and the correspondence generally created in your company? Yes No

   If yes, please explain what is different about the student's letter/report.

   Is the difference something your company can benefit from? Yes No

Part IV. Personal Evaluation of Project

10. Would you be interested in participating in a learning activity such as this in the future? Yes No

If you have any further comments or suggestions about the assignment, please write your comments on the back side of the questionnaire.